DESCRIPTION

Given the mission of Cape Cod Community College and the open-admissions policy under which we operate, the services needed to support students’ education are extensive. The situation is further complicated by continuing fiscal constraints, fully utilized physical spaces and an increasingly less well-prepared student body. Nonetheless, we have made significant progress in meeting these needs. Our commitment to the “one-college concept” has resulted in expanded hours of operation for many services which previously had been available only during daytime hours. Some of these services are now available continuously during the evening (academic advising, for example); others expand their hours only for the first few weeks of a semester. What follows will summarize the various activities and programs through which we serve our students. All professional personnel hold either a Master’s degree or a Bachelor’s degree and related work experience. Each is committed to the belief that our primary reason for being is the intellectual and personal development of our students.

SERVICES OFFERED THROUGH STUDENT SERVICES

Student Activities

The Student Activities Office, in the Grossman Student Commons, is designed to complement and enhance the students’ academic experience as well as to contribute to their personal growth. The office operates Monday through Friday between 8:30 a.m. and 4:30 p.m. year-round and is staffed by a full-time director, who also serves as the campus Cultural Diversity Coordinator, and a part-time secretary. A variety of clubs and organizations is available (see Student Handbook). Several student organizations encompass various cultural and ethnic backgrounds (see Student Handbook). The Student Activities Office coordinates and supervises most non-academic events and campus entertainment. Student Activities programming includes entertainment from various cultures as well as trips to metropolitan areas to take advantage of cultural opportunities, museums, and theater. Additionally, the Student Activities Office is responsible for leadership training and for the orientation program as well as for a number of diverse activities, including bulletin board supervision. Activities and organizations are open to all students, including members of historically under-represented and physically disabled populations. Organizations such as Phi Theta Kappa, however, require that students attain particular academic achievements before being eligible for membership. Heretofore, the upper level of the Grossman Student Commons has not been accessible to disabled students, who were accommodated by bringing the service to them. The completion of the elevator project, now underway, will make almost all of the upper level accessible.

Student activities are funded by an allocation from the Local Tuition/Fees paid by each student each semester. The resulting funds (over $90,000 in 1996-1997) are allocated to the various clubs and organizations based on recommendations from the Student Senate Budget and Finance Committee.

The Student Senate, overseen by the Director of Student Activities and a faculty advisor, consists of twenty-five elected full-time students, of whom ten are freshmen, ten are sophomores and five are officers.
elected from the sophomore class. Students are active participants in college governance through membership on the college standing committees, through representation in the College Meeting, and through membership on the Board of Trustees. Student rights and responsibilities are clearly spelled out in the Student Handbook, which details specific prohibited behaviors in addition to the general policy and the procedure for channeling complaints against students through the college Judiciary Committee. In addition, the Student Handbook outlines formal and informal procedures a student may follow in pressing grievances against other members of the college community. In an ongoing effort to introduce new students to the college in an informal, personal, and non-intimidating manner, a restructured orientation program was initiated in fall 1994. In addition to introducing the chief administrative officers of the college, the program for fall 1997 included time for students to meet with advisors, to take campus tours led by student leaders, and to participate in a question and answer session with returning students.

Information about local housing opportunities, including house sharing, apartments, and rooms is maintained in a binder in the Student Activities Office. The information is readily available to students who choose to review the listings and make contact with the renter.

**Financial Aid**

The Financial Aid Office is located in the upper level of the Grossman Student Commons. The hours of operation are Monday through Friday from 8:30 a.m. to 4:30 p.m. The office helps students gather necessary paperwork to complete their applications for financial aid, prepares financial aid awards, counsels work-study students about their employment responsibilities, and visits high schools to advise about financial aid applications. It also provides eligible students with book vouchers every day during the first week of each semester. Each year approximately 2,300 students apply for financial aid. Of those, approximately 1,500 receive some type of financial assistance. The total financial aid for the college equals approximately 3.5 million dollars from all sources. A search for a new Director of Financial Aid was recently concluded successfully, the position being filled on May 5, 1997.

**Veterans Affairs**

Veterans Affairs are now handled in the Financial Aid Office. The office completes necessary paperwork for students under the G.I. Bill and other tuition waiver programs for veterans. Approximately 110 veterans receive waivers and 100 students receive financial support under the G.I. Bill. Because of the demands of financial aid work, the office no longer offers counseling services or acts as a recruitment and outreach center for veterans.

**Assessment Center**

The Assessment Center, located on the top floor of the South Hall, was created by reconfiguring existing space in 1990 to provide for "one-stop" assessment, advising, and registration of new students. The center's major activities include assessing basic skills of entering students, post-testing of all students completing developmental English and reading comprehension, and basic skills testing of Tech Prep students in both their junior and senior years of high school. Seven computers and a printer are used to administer The College Board’s Computerized Placement Tests to measure reading comprehension, sentence skills, arithmetic, elementary algebra and college level mathematics. The staff (a full-time director and a full-time assistant) also provide Learning Style Inventories, Study Skills Inventories, and Reading Style Inventories. They schedule and administer several other standardized instruments such as the Graduate Record Exam, Advanced Placement Exam, and College Level Entrance Examination. The
Counseling Center

The Counseling Center, located on the ground floor of the Administration Building, is staffed by four full-time professionals (three counselors and the Director of Career Planning and Placement) and a receptionist. The Center is open between 8:30 a.m. and 4:30 p.m., Monday through Friday, year round. A single PC in the Counseling Center is available for student use. The programs contained in this system are C.O.I.N., SIGI, Career Planning, and College Scan V. A second PC was donated to the Counseling Center by Bridgewater State College and is used exclusively to provide transfer information to students interested in that college.

Counseling Services

During the day, the services regularly provided in the center by the three counselors include personal, transfer, and exit counseling. Some services are available on a walk-in basis; others require a scheduled appointment. Additionally, the counselors are involved in the administration and interpretation of the Myers Briggs Type Indicator, the coordination of transfer programs, the scheduling of baccalaureate colleges’ on-site admissions appointments, and the development of workshops on numerous multi-cultural topics. Materials available to students consist of a representative collection of paper catalogs from New England colleges, a sampling of catalogs from institutions nationwide and a modest collection of video tapes prepared by contributing colleges. The College Handbook and the Index of Majors are supplemented by various publications directed toward the transfer student.

Career Planning and Placement Services

After a four-year hiatus, the Career Planning and Placement function was re-established in 1994. The Career Planning and Placement Director assists students and alumni in formulating career plans and carrying out job searches. The director also supervises the Student Employment Office (SEO), funded by federal college work study money and open approximately eighteen hours per week. The staff aggressively pursues student employment opportunities for part-time work during the academic year and for full-time summer work.

The Career Planning and Placement Office maintains a career resource library, publishes instructional materials, posts hundreds of job opportunities, offers individual counseling and group presentations, and builds cooperative relationships with local public agencies and employers. Counseling and workshop topics include choosing a major/career, setting goals, researching occupations, writing résumés and cover letters, and interviewing.

Adult Re-Entry Center

The Adult Re-Entry Center, on the second floor of the Grossman Student Commons, is designed to assist adults to make the transition to the college environment; since 1988 over 1,800 students have been served. The Adult Re-Entry Center offers comprehensive assistance in career planning, transfer counseling, job search training, and personal advocacy support for adult women and men entering or re-entering college. Chief among the programs sponsored by the center is the Women and Men in Transition Program. Women
and Men in Transition (WIT, MIT) combines flexible scheduling and a carefully designed curriculum with a strong emphasis on vocational counseling, life skills training, college survival skills, and career exploration. Other programs include a Customer Service Training Program for Older Adults and the Hotel Front Office Certificate Program for Older Adults, both grant funded. The center engages in a variety of grant writing and fund-raising activities. It is staffed by a director, a special projects coordinator (grant funded), and volunteers. In Fall 1996, after funding the WIT program for ten years, the Carl Perkins Displaced Homemaker/Single Parent Program elected not to provide funding for this year. The college demonstrated its commitment to the center and the program by funding the director’s salary and assisting in the location of partial external funding.

Center for Disability Services

The O’Neill Center for Disability Services, on the first floor of the South Hall, was established through a bequest in 1992 to ensure that individuals with disabilities receive equal access to the college’s programs, activities, and services. The center’s focus is three-fold: encouraging students’ self-advocacy, coordinating appropriate accommodations, and promoting disability awareness so that students are viewed on the basis of ability, not disability. The staff consists of one full-time professional and a part-time technical support specialist. The center offers support for a variety of disabling conditions including visual, auditory and/or mobility impairments; speech disorders; learning disabilities; psychiatric disorders; chronic illnesses and neurological disorder/brain injuries. The types of academic support services offered are varied and include needs assessment, assistance with course selection, testing accommodations, note takers, interpreters, reading/taping services, access to adaptive technology and tutoring. The adaptive computer lab provides diverse technological support and was utilized in excess of 475 hours during the spring 1996 semester alone. Moreover, the office coordinates accessibility to campus facilities, handles referrals to other campus resources, and provides in-service training for faculty and staff.

Learning Disabilities Program

The Learning Disabilities Support Services Program, headquartered on the second floor of the North Hall, is a program of early intervention and multifaceted support for learning-disabled students, including those with traumatic brain injury. The Learning Disabilities Specialist provides intensive, one-on-one support to students and educates the larger college community regarding learning disabilities. The program staff consists of one professional who works on a part-time basis during the fall and spring semesters; there is no clerical support for the program. Based upon diagnostic testing, the Learning Disabilities Specialist develops individualized educational plans for each student, detailing the types of accommodation and learning strategies each student should have. Each student’s progress is monitored throughout the semester, and intervening advocacy occurs when necessary. Additional services provided by the Learning Disabilities Specialist include a new student orientation exclusively designed for the learning disabled population, intensive support during the first week of classes, self-advocacy training, one learning disability support group, one traumatic brain injury support group, evaluation of student success at the semester’s close, as well as in-service training for faculty, tutors, and staff. Accommodations available to learning disabled students include taped textbooks and reference books, taped classroom lectures, assisted word processing, extended time for testing, separate testing locations for ADHD students, arrangements for oral exam administration, talking spell checks, and talking calculators.
Project Advance

Project Advance, located on the second floor of the South Hall, operates Monday through Friday from 8:30 a.m. to 4:30 p.m. year-round. The professional and support staff of five is augmented by eight professional and peer tutors. This federally-funded TRIO program provides support services to a selected group of 200 students who meet certain criteria, for example, first generation college attendee and/or low income and/or disabled. The services include tutoring and workshops in such areas as note-taking, study skills development and test-taking skills. In addition, academic, career and personal counseling are available, and cultural events, such as trips to Boston's Museum of Fine Arts, are offered.

SERVICES OFFERED THROUGH ACADEMIC AFFAIRS

Office of Academic Support Services (OASuS)

A variety of services is available to students through OASuS.

Writing/Resource Center

The Writing/Resource Center, located in the South Hall, room 108, is open between 8 a.m. and 3:30 p.m., Monday through Friday. Staffing consists of a part-time writing coordinator (twenty hours), the writing coordinator for OASuS (five hours), and a work study student (twelve hours). Peer tutors are available on an irregular basis. The major thrust of the center is to provide writing assistance to any student involved in writing assignments across the curriculum. Staff members assist with questions regarding basic computer usage on WordPerfect 5.1 and the basic rules of writing. Students requiring more intensive assistance are directed to the Center for Academic Support and Advising (CASA). All Foundations in Writing and English Composition I classes spend one class session at the center to expose the students to WordPerfect 5.1 and to make them aware of all OASuS services. The second major function of the center is training and assistance on the use of Skills Bank, a self-paced computer software program available to provide support in reading and writing. All Preparation for College Reading classes are now spending one session each week working on Skills Bank. The OASuS writing coordinator also organizes the "post" computerized placement testing and works with the peer writing tutors on a regular basis. Approximately 300 students per semester use the Writing/Resource Center.

Coaches and Mentors

Coaches and Mentors, a comprehensive student support program located on the second floor of the South Hall, is funded through the Carl Perkins Vocational and Applied Technology Education Act and offers a variety of services to students such as tutoring, study skills instruction, academic advising, career counseling and ongoing support. Various workshops are available throughout the semester, such as Test-Taking, Time-Management, and Job-Search. The program is restricted by law to students enrolled in A.S. degree programs with high proportions of "special populations"; these are defined as students who are academically or economically disadvantaged or disabled.

Center for Academic Support and Advising (CASA)

CASA, located in the South Hall, room 111, opens at 9 a.m. Monday through Friday. Tutoring continues until 6:30 p.m. on Monday and Tuesday and until 4:30 p.m. Wednesday through Friday. Additionally,
academic advising is available on a drop-in basis between 9 a.m. and 2 p.m., Monday through Friday. Beginning in the fall 1997 semester, the evening advising program operates here between 4 p.m. and 8 p.m., Monday through Thursday, for students without a permanent advisor, typically evening students. Limited tutoring is available on Saturday and during the summer. Staff consists of the CASA coordinator, one full-time support staff person, ten professional and twelve peer tutors. CASA provides one-on-one tutoring, small group tutoring, word processing workshops, etc. Math videos and a VCR are also available for student use. Study skills workshops are offered as a collaborative effort with Project Advance and Coaches and Mentors. Tutors provide support in a full range of subjects although requests for assistance in math far outweigh other subjects. Approximately 300 students each semester receive tutorial support utilizing over 1,200 hours of service. Currently, the three computers used for workshops are being upgraded to include Windows 95. All word processing workshops are still in WordPerfect 5.1.

Math Lab

The Math Lab, located in the Science Hall, room 112, operates Monday through Friday on a staggered schedule averaging six hours per day. No evening or summer services are available. Staffing consists of the math lab coordinator (twenty hours), professional tutors (nineteen hours), and a varying number of peer tutors. Students receive tutorial support in all levels of math and science on a drop-in basis. Small group work on homework assignments is a major thrust of the lab, with professional and peer tutors on hand to assist with specific questions and problems. Intense one-on-one tutorials are directed to CASA. Approximately twenty-five to thirty students use the lab on any given day, with fifteen to twenty students on site at one time. Resources are limited to reference textbooks. The lab is not equipped with computers, software, or a VCR.

Other

Registration

Registration takes place at the Registration Desk under the direction of the Registrar. The desk operates Monday through Friday year-round from 8:30 a.m. to 8 p.m. when classes are in session, otherwise from 8:30 a.m. to 4:30 p.m. During times of peak registration activity, Saturday hours are scheduled. The Registrar and staff are responsible for maintaining and securing the integrity of academic records. Transcripts and related materials are stored in a secure area near the Registrar's office. Although no written policy exists, it is the practice to include only the following in the student's credential file: the admission application, high school transcript, acceptance letter, college transcript with credit evaluation, and copies of any correspondence. The file is destroyed five years after the date of last attendance. The student's permanent record, the transcript file, according to practice, contains only documents relating to the student's cumulative academic performance. Access is limited to staff and other authorized persons. The file cabinets (not fireproof) and the office are locked when the registration desk is not open. All student records are located here. Some old, inactive records have been microfilmed; little use is made of this resource due to unreliable equipment.

Registration takes place approximately two-thirds through a given semester. Enrolled students see their advisors in the two weeks preceding registration to review their progress and remaining requirements for their programs. Students then proceed to the registration area and register; six computers are assigned to this on-line process. This process has been improved over the past few years. Previously, students formed long lines outside the North Hall and hand registered with index cards. The new procedure has proven to be streamlined and much more user friendly. Registration generates a bill, which is payable a month
or so before the beginning of the next semester. The bill is paid prior to the start of class, unless arrangements have been made for deferred payment.

New students who come to register are first sent to the Assessment Center where their math and language abilities will be assessed. They then follow the normal registration process. Some students come to take a single course, without interest in matriculating. These students are permitted to register for courses for which there are no prerequisites. If they wish to take English, math or science courses, they must complete appropriate assessment tests, even if they do not plan to matriculate. Registration occurs when a student actually enrolls in a course and is issued a schedule.

Athletics and Recreation

Budgetary constraints forced the cancellation of all intercollegiate athletics several years ago. Currently, emphasis is placed on inclusionary activities which focus on health and fitness and bring students, faculty, staff and alumni together. The college's Life Fitness Center is the primary focus with 75-100 persons utilizing the facilities daily. Other activities, including pickup basketball games, badminton, racquetball, and regular "Fun Runs" enjoy broad participation by the college community.

SERVICES OFFERED THROUGH ADMINISTRATIVE SERVICES

College Bookstore

The college bookstore in the Grossman Student Commons is operated under a contract with Follett College Stores which operates over 500 sites across the United States and Canada. The bookstore is in the first year of a renewed three-year contract. The store opens at 8 a.m. Monday through Friday and closes at 3:30 p.m. every day but Friday, when it closes at 3 p.m. Extended hours are offered at the beginning and end of each school session to provide service to evening students. The bookstore sells textbooks, school supplies, snacks, clothing and gift items. Approximately 90% of their business is in textbooks. Three full-time and two part-time employees staff the store. Students are generally sought to fill the part-time positions. The bookstore strives to support college groups and functions. For example, college hats were donated to Phi Theta Kappa.

College Cafeteria

The college cafeteria, the Sea Galley, is located in the Grossman Student Commons and is operated by the Casual Gourmet, a catering company located in nearby Centerville. Casual Gourmet is presently in the first year of a renewed three-year contract with the college. The cafeteria opens at 7:30 a.m. and operates until 3 p.m. Monday through Thursday, closing at 2:30 p.m. on Fridays. Hours are modified during intersessions and the summer. The cafeteria serves between 700 and 800 meals a day with seating for approximately 250. Hot and cold meals are offered with a full breakfast and lunch menu, including soup and salad stations and a grill. The manager involves students in planning menu items through use of a suggestion box. The Sea Galley provides catering services for campus events; vending machines are available for food service when the cafeteria itself is closed, primarily to serve evening students.
Health Services

All students have access to Health Services at the college. During the fall and spring semesters, care is provided by registered nurses and a part-time staff including a nurse practitioner, physician, and EMT's. The office, located in the Physical Education Hall, is open between 8 a.m. and 4 p.m. during the week. Emergency care is available evenings between 6 p.m. and 10 p.m. Services are considerably reduced during the summer session. Students learn of services available to them from Orientation, the Admissions Bulletin, brochures distributed by Health Services, and communications from advisors and staff. All care provided to students is free of charge, including some medications and laboratory testing. Costs are covered by an allocation from the Local Tuition/Fees paid by all students. Student health insurance is mandatory for students enrolled in nine or more credit hours, unless they are already covered by equivalent insurance. The 1995-1996 Health Services Annual Report (see Report) details 3,258 visits by students and the variety of services provided, including referrals and rescue calls.

Child Care

The Child Care Center, opened in 1987 by an outside contractor, is licensed by the Commonwealth of Massachusetts Office for Children for an enrollment of up to twenty-four children aged 2.9 to 6 years old. The Cape Cod Community College Child Care Center (7Seas) employs a director, a head teacher and several teacher aides. The teacher-child ratio is one to eight. The center, located in the Physical Education Hall, also serves as a laboratory for students in the Early Childhood Education Program. Enrollment at 7Seas is open to all; children of students have priority. Fees range from $13 for a half-day to $110 weekly for full days. (See the complete fee schedule.) The center operates from 7:30 a.m. to 4:30 p.m. Monday through Friday on a schedule corresponding to the fall and spring academic calendars; carefully structured activities are provided in a warm, caring atmosphere reassuring to both parents and children.

SERVICES OFFERED THROUGH PLANNING, RESEARCH AND DEVELOPMENT

Alumni Association

The Alumni Association is open to all graduates of Cape Cod Community College. Associate memberships are available for interested parties who are not graduates of the institution. Every five years, the association elects a representative to serve on the Board of Trustees. The association's goal is to promote the educational, professional, social, and economic interests of the college and its alumni. There is no staff.

APPRAISAL

Prior to fall 1996, there had been no systematic regular evaluation of the services we deliver to students. Periodically, opinion was surveyed on one or another specific topic on an ad hoc basis. And, as on any small campus, particularly one with a large population of non-traditional students, there is frequent direct feedback to the Dean of Student Services or other administrators regarding the quality of our efforts. Often, that feedback results in specific changes in the way we perform. For example, the availability of advising services during evening hours is a direct result of such feedback from students. Still, anecdotal and incidental evaluation does not provide solid data on our institutional effectiveness in this important co-curricular area. In order to obtain that solid data, in fall 1996, the college employed the services of the
Noel-Levitz Group, a nationally known educational consulting firm, to conduct a Student Satisfaction Inventory. The results (see Student Satisfaction Inventory) indicate how well we are meeting students' expectations.

When compared to national means for comparable colleges, our students' level of satisfaction is higher in virtually every case. However, several areas requiring improvement campus-wide were identified. Students wish we had more financial aid available and with that awards were announced to students in a more timely manner. In order of relative degree of dissatisfaction, students want more assistance in career exploration, in decision-making, and in getting a job. They want a more effective orientation process and do not find the student commons building a comfortable place to "hang out." We are meeting expectations for re-entry students (displaced homemakers) well, and students are relatively pleased with the child care available (though we know evening availability would improve service), and veterans are being well served. Students find the bookstore staff helpful, believe the campus to be caring and helpful, and are pleased with the readily available tutoring services. Although they feel welcome and believe they belong, they are somewhat less satisfied with the level of caring shown by the counseling staff, and they do not believe channels to express complaints are readily available.

Although the survey provided valuable information, it must be noted that it was administered at a point in the semester when dissatisfied students would likely have already left. Further, the administration process excluded almost all evening students. The results, then, are skewed. Still, they provide a baseline from which to continue our research. An in-house, modified version of the survey was devised for faculty and staff. The results are being tabulated (see Faculty/Staff Survey). Beyond the performance gaps identified by the survey, the college is aware of other deficiencies. We have not yet fully implemented the "one-college concept," under which all services would be available to all students, regardless of the time of day. The lack of Internet accessibility hinders the delivery of quality services.

The Assessment Center could expand advising services to entering students, but it lacks the space to do so. Further, given the institutional requirement that the center operate on a self-supporting basis at no expense to the college, it is difficult to find resources to upgrade hardware.

The Counseling Center is cramped, and CASA is crowded and noisy. More tutors for the higher level math and science areas are needed. Expanded hours are needed in the math lab, and it should be equipped with computers for student use. There are virtually no services available to students at either the Hyannis Campus or the several off-campus locations where classes are periodically offered - a glaring lack. The learning disabilities specialist is only part time; the demands for his services are great. With limited financial resources, it is difficult to provide for maintenance and replacement of worn or obsolete athletic and recreational equipment. The recent departure of the Registrar has been associated with some widespread concern over the integrity of grades. This situation has highlighted our deficiencies in this area: non-fireproof file cabinets, non-computerized transcripts and incomplete microfilming, for example. The elevator now being installed in the Grossman Student Commons will, for the first time, allow almost full access to the upper commons, greatly improving handicapped access to that floor, especially to the Financial Aid office and the Adult Re-entry Center. The Alumni Association with only eighty-five members seems under-developed at best. It could be a productive link to the community.
PROJECTION

Many of the deficiencies and needs identified above would be addressed by a comprehensive academic assessment, advisement and counseling center which would help serve the multi-faceted needs of the college community. The center could act in part as an information and referral center for the community, open day and evening on a year-round basis. The center could also serve as a central clearing house for any individual contemplating higher education and/or career advancement. Further, the center could be a referral source for community agencies. The outreach component would involve staff members working with the community on a regular basis to interact with individuals and groups who otherwise might not have a sense of the opportunities available at the college. For those who would utilize the services of the center, a tracking system should be developed. The tracking would be continuous, with regular follow-up to determine the status of an individual's progress. Workshops, specialized programs, and services would be provided, including personal, educational, career, and financial counseling.

For current or potential students, an assessment component would be in place. The center would provide basic skills assessment, career interest, and learning styles inventories. In addition, testing ranging from GED to Advanced Placement as well as a variety of licensing examinations would be available. For individuals with special needs, referrals would be made to campus resources including disability services, mini workshops, tutors, and other instructional services. The underlying purpose of the center would be threefold:

1. Assessment, course advisement, and counseling for all students
2. Ongoing career counseling and placement, special needs support, personal transfer, and educational counseling to strengthen student persistence and success, and
3. Staff-initiated contact with students and follow-up with appropriate action and referral.

The aim of this model is to assist students in reaching their full potential for growth and learning. This model provides for continuous monitoring and tracking of student progress. It ensures proper intervention and support services delivered in a timely fashion, resulting in an increase in the retention and personal success of our students. The concept of this center has evolved over several years. It needs to be implemented.

Despite all that such a center would accomplish, however, it won't provide solutions to all the deficiencies noted above. Without significant funding by the Legislature, further progress toward the implementation of the "one-college concept" is likely to be slow indeed. In fact, evening students probably will never enjoy the full range of services available during the day. And, much future action hinges on questions of funding. For example, the Learning Disabilities Specialist's position will move from part-time to full-time, when budgetary considerations allow. The Math Lab's hours should be extended into the evening, staffing should be increased and upgraded hardware should be installed. CASA should be reconfigured to appear more welcoming and to minimize noise.

On the other hand, advances are being made in some areas, and these should be encouraged and supported. Discussions are underway to develop means to offer limited services to students at the Hyannis campus. The results of the Student Satisfaction Inventory were sufficiently valuable to make clear our need to identify the resources required to continue to administer appropriate surveys on a regular basis and to use the results to continue to upgrade and improve our services. The Registrar will shortly contract with an outside vendor to begin imaging of all 93,000 transcript cards onto CD ROM beginning in January 1998. That company will store a duplicate set of CDs, which will be updated annually. As a result of these
efforts, the security of our transcripts should be greatly enhanced. The Alumni Association has come under new leadership; activity to date indicates that the Association will become a much more visible and active participant in the life of the college. Instructional Internet access is now limited to the Hyannis campus and to the Library on the main campus; current discussions will determine the levels of service to be provided to various campus constituencies as well as the timetable for implementation.

REFERENCES

6-A Student Handbook
6-B 1995-1996 Health Services Annual Report
6-C 7Seas fee schedule
6-D Noel-Levitz Student Satisfaction Inventory
6-E Faculty/Staff Survey
6-F Admissions Bulletin

OTHER DOCUMENTS IN BOARD ROOM

6-G Constitution of Student Senate
6-H Copies of Student Publications
6-I Enrollment data for Fall, 1997
6-J Student Fee Schedules
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<td>Susan</td>
<td>Kline-Syril</td>
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<td>Jean</td>
<td>LeBaron</td>
<td>Human Resources Office</td>
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<td><a href="mailto:jlebaron@capecod.edu">jlebaron@capecod.edu</a></td>
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<td>Academic &amp; Student Affairs</td>
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<td>Clare</td>
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<td>Registration - Transcript</td>
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Jimison, Sylvia

From: Chandler, Janis
Sent: Friday, August 25, 2006 2:14 PM
To: Jimison, Sylvia
Subject: RE: Event Request Received

Hi Sylvia,

Colleen reserved North because South is taken. Her note stated that they cannot give classrooms right now because they are still trying to cover courses.

Janis

From: Jimison, Sylvia
Sent: Friday, August 25, 2006 1:50 PM
To: Chandler, Janis
Subject: RE: Event Request Received

Hi Janis,

Did they reserved the North Alcove and not the South Alcove? Please let me know thanks.

From: Chandler, Janis
Sent: Friday, August 25, 2006 1:46 PM
To: Jimison, Sylvia
Subject: FW: Event Request Received

Hi Sylvia,

FYI

From: cstpierre@capecod.edu [mailto:cstpierre@capecod.edu]
Sent: None
To: Chandler, Janis
Subject: Event Request Received

Hi Janis,

Unfortunately, the South Lounge has already been booked. I did put you into the North Lounge just so you have somewhere to go. We can not book any classrooms right now because we are still trying to find spaces for a lot of courses. We will know better what we have to work with the first week of September. If you wish to try to move to a classroom, let me know and I will look in September to see what's available.

Colleen

The following Event Request has been received for processing:

Reservation Number: 20060825-002
Event Name: NEACAC Meeting
Customer: CCCC - Miscellaneous
Contact: Janis Chandler
Start Date: 09/08/2006
End Date: 12/15/2006

8/25/2006